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Armstrong Faculty Senate Agenda

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November 15, 2010 AASU Faculty Senate Agenda

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The Faculty of the Senate of Armstrong Atlantic State University will meet in
University Hall, room 157, at 3:00 PM, Monday, November 15, 2010

AGENDA

*Items II and VI have electronically linked appendices.

*This meeting is being audio recorded.








- I.** Call to Order.
- II.** Approval of Minutes from October Faculty Senate Meeting. Please click the link [October 18, 2010](#) to view/print the minutes (App. A).
- III.** Committee Reports.
- IV.** Old Business/Information:
 - A. Dr. Plaspohl presents research on smoke-free campuses.
 - B. Faculty Welfare Report—Open-ended Responses from summer survey. (Appendix B is sorted by College.)
- V.** Old Business/Action:
 - A. Smoke-free campus resolution.
 - B. SLO recommended changes from Interim VPAA Thompson and President Bleicken. (Appendix C)
 - C. Resolution: Actions in Conflict with Discipline.
- VI.** New Business/Action:
 - A. University Curriculum Committee Minutes Approval.
Please click [Appendix D](#) to view and print the UCC Meeting Minutes from October 20, 2010.
Please click [Appendix E](#) to view and print the UCC Meeting Minutes from October 18, 2010.
- VII.** New Business/Information:
 - A. Possible Internal Grants Review Committee: Referral to Committee on Committees with chairs of Research and Scholarship and Faculty Development Committees in attendance at meetings.
 - B. Access to Publications: Referral to Library Committee.
 - C. Faculty time cards: Referral to Faculty Welfare Committee.
- VIII.** Other New Business.
 - A. Dr. John Kraft – Quality Enhancement Plan
- IX.** Announcements.
- X.** Adjournment.

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1. Which of the following summer session lengths is most effective for your course / program? You may select more than one.

[Create Chart](#) [Download](#)

		Response Percent	Response Count
4 weeks		27.3%	3
5 weeks		45.5%	5
6 weeks		27.3%	3
8 weeks		9.1%	1
10 weeks		9.1%	1
12 weeks		9.1%	1
May semester		18.2%	2
answered question			11
skipped question			0

2. Justify your response for question 1.

1.It allows sufficient time to address the regular 15-week curriculum in segments of three for five weeks if meeting twice per week with appropriate hours (or once per week with extended hours).

2.1. I teach education courses where large blocks of time facilitate interactive projects.

2. Students, especially grad students, are consistent in reporting that they like four weeks best

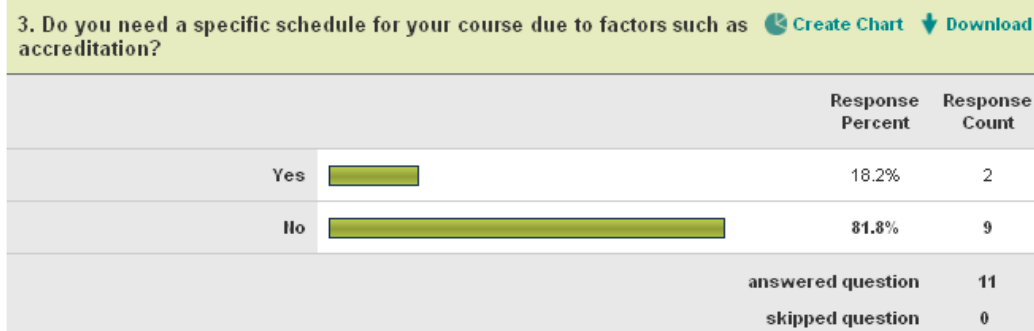
3.The 6 week half of a semester two times a week schedule seems to work fine. There is enough time to meet the students and cover material before the class is over. The same is true with the 12 week one time per week meeting. The semester is long enough to not feel rushed to finish. The Maymester is excellent for off-campus programs and trial to learn programs.

4.My class can be as intensive as it needs to be.

5.Seeing the students daily was better than seeing them once a week at night for so many hours. I have undergraduate students.

6.I teach graduate classes to teachers and they need time for a vacation as well as a course. They want all day classes for two or three courses.
Maymester is always good for me.

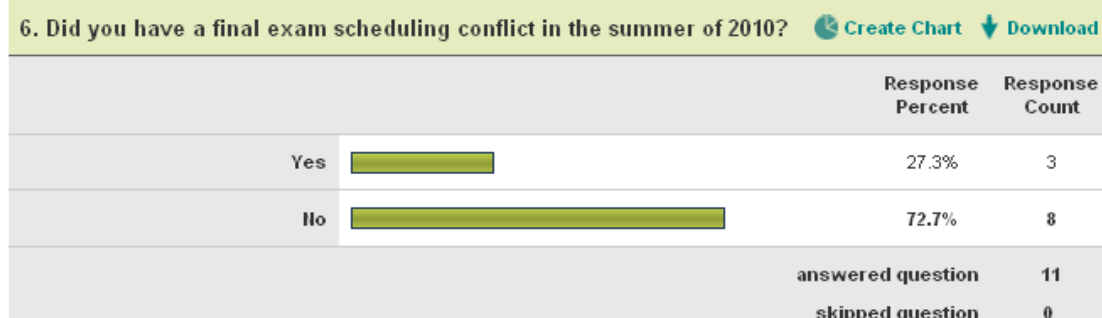
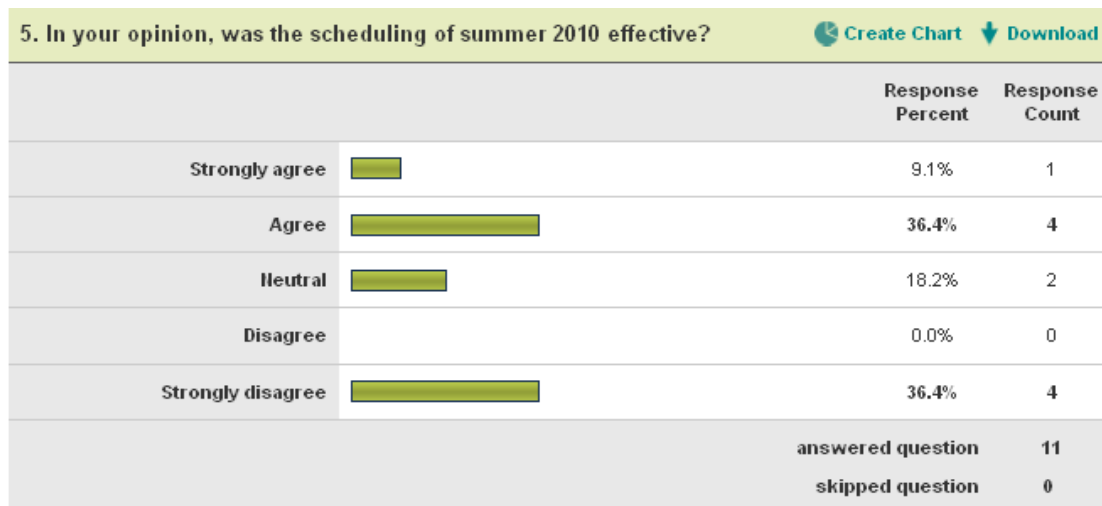
7.Allows for good contact time and still be in line with the literature on summer school and short sessions. Will help those students that want to take 7 week sessions become acquainted with the pace with maybe only one course to deal with.



4. Please list the factors requiring you to have a specific scheduling need in question 3.



1. The amount of contact time between the class and the instructor. The longer the schedule, the better for the students.

2. I'm not sure I understand the question. I thought all courses met for a certain number of hours.







7. Was your summer compensation in 2010 explained to you in a clear and timely fashion?

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Yes		72.7%	8
No		27.3%	3
answered question			11
skipped question			0





8. If you taught summer in 2010 did you feel obligated to teach class at a reduced pay rate due to one of the following reasons

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Student welfare		33.3%	2
Administrative pressure		33.3%	2
Financial need		33.3%	2
Other		16.7%	1
answered question			6
skipped question			5

9. Was the summer compensation equitably determined across the departments and colleges?

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Strongly agree		0.0%	0
Agree		18.2%	2
Neutral		36.4%	4
Disagree		9.1%	1
Strongly disagree		36.4%	4
answered question			11
skipped question			0

10. Please give any other comments you have about summer scheduling here: (If you have comments about a specific question, please include the question number).

1.Regarding question #6, I was not aware of any conflicts. I am not sure how I would know the information required to respond to question #9. Student welfare was the driving force in #8, but the bills are the same in the summer.

2.Salaries in Education are so low in comparison to equally credentialed Elementary teachers in Savannah Chatham schools that we need two or three summer courses just to get close to the salary of, for example, a sixth grade teacher with a doctorate and equal years of experience.

3.I had night students that were scheduled to take final exams at 8:00 in the morning on Friday. Night students are usually older and work during the day.

Some full time faculty had to beg for a course when others in the same department got two courses. This was highly inequitable, and when pointed out to administrators, it was hardly acknowledged. If a course was finally offered, it was an off campus class that involved driving to some other location at night multiple nights each week. There should be some across the board policy in which ALL full time faculty are offered one course before others are offered two.

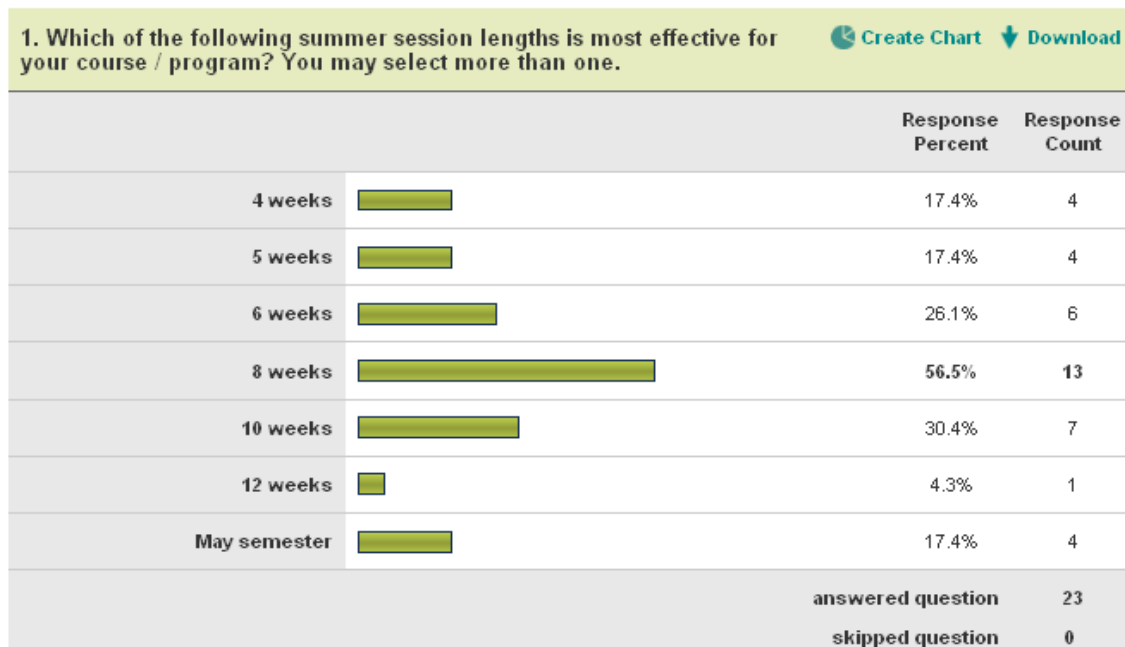
5.Did we have a reduced pay rate last summer? I don't know the answer to number 9.

6.My salary was reduced as I had 11 students in the class. However, one was from out of state and paid a great deal of money to attend. Others in the department teach classes throughout the year and have never had their pay rate tampered with. Very unfair!!

7.Because of the time frame in which contracts were determined for summer, one course was taught at a reduced rate because of the number of students at the time of the contract but at the time of the first day of class there were over 20 some students in the course which would have been a full course load but pay was for partial course load. A second contract could be distributed after attendance verification.

8.The formula was not used for compensation across AASU. I do not believe it was used in the College of Education.

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2. Justify your response for question 1.

1.This allows more time between Spring-summer and Summer-fall or a "breather," time with family, and "downtime." Was the initial system broken or was there some inherent need to change for the sake of change?

2.10 week session: both faculty and students were burned out without a break between summer and fall semester.

3.An eight week semester fits the current curriculum structure for our professional program. All of our other courses are taught on an eight week schedule

4.Many of our courses have a clinical component and we need to fit between 90 - 144 hours in to a specific semester time frame. Students generally can do 2 - 12 hour shifts per week but, possibly could do 3, so any of the above would work.

5.I teach an elective course every day fr 2 weeks. this allows students to take other courses after. 5 weeks would be adequate for my graduate classes, with on-line work as well

6.I typically teach a course in an unofficial Maymester but students register for the long summer session

7.Maymester allows for the completion of coursework needed for upcoming summer courses. Twelve weeks are helping for earning required hours for clinical practicum. Four-six weeks work well for courses.

8.both work

9.Time frame allows for adequate coverage of course content and provides flexibility for students.

10.much easier to adapt from 16 week semester of fall/spring

[Find...](#) 11. I cannot cover the material that I need to cover in less than 8 weeks for undergraduate courses. Their attention spans are too short for 5 hour class sessions that would be needed for 4, 5, or 6 week summer sessions. We need to be able to offer courses that meet one day a week because our students usually want to take multiple classes and very often have full-time jobs, so meeting 2 or 3 times a week does not work well.

The 10 week session was too long. It did not provide enough of a break for students (or faculty), so some students decided to not take any summer classes. Also, there was a NOTICEABLE decline in student attendance and performance the last two weeks of the 10 week session.

12. This is critical for 7 weeks of one topic and 3 weeks for another that is what we have done for 16 years since we were on the quarter system and this was the summer quarter

13. Students in clinical setting.

14. Ten weeks is too long. If a course cannot be taught in 4 weeks, an 8-week session is fine. We should not be negatively affecting the majority because a minority wants a longer summer.

15. The faculty are scheduled to teach at least (1) 8 hour clinical course each in the summer. They also teach at least 1 synchronous, and 1-2 asynchronous courses. The courses were originally designed for an 8 week session.

16. For nursing clinical courses, we need at least 10 weeks to fit in all of the required clinical time. We can offer didactic courses in 4 weeks. The May semester works for a 2-week intensive such as study abroad

17. 90 clinical hours in a hospital setting

18. Summer courses have been run as 8 week courses for many years and faculty have fine-tuned them to accommodate that time period with good results in terms of student performance and evaluation. 4-5 week sections are not logistically feasible for our graduate student population and 10 weeks is too long and does not allow students any sort of break between semesters and also precludes their ability to participate in between-semester activities such as study abroad to some extent.

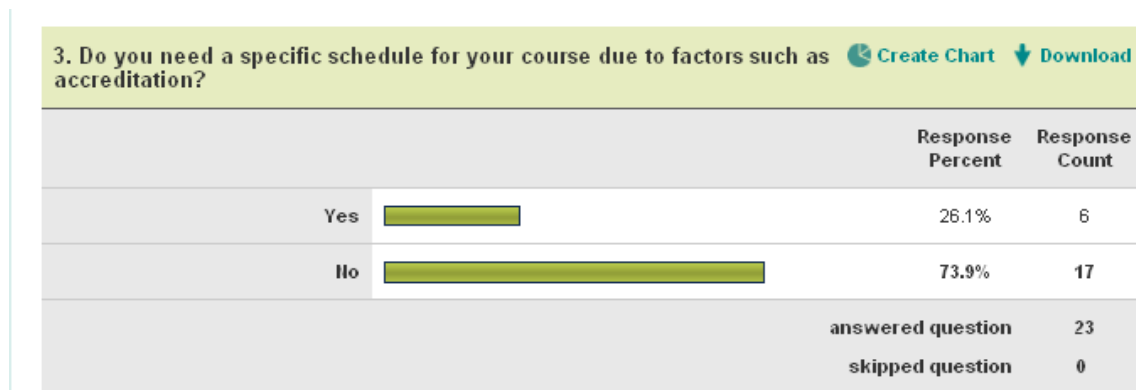
19. Is a research course. Time is needed to learn the concepts, assimilate them and then apply.

20. The May start means faculty teaching summer have no opportunity to take vacations.

21. Our department teaches on the mini-semester. Two 6 week summer sessions would allow us to shorten the program by one semester.

22. Need more time between spring and summer to prepare class material because we are in clinicals 12 hours a week plus our teaching full time.

23. Between finals and first day of class is the only time faculty have for scheduled vacations. Plus during that time classes for next semester must be done. Ryb



4. Please list the factors requiring you to have a specific scheduling need in question 3.

1.Clinical and classroom scheduling must meet requirements of programmatic accreditation for the JRCERT.

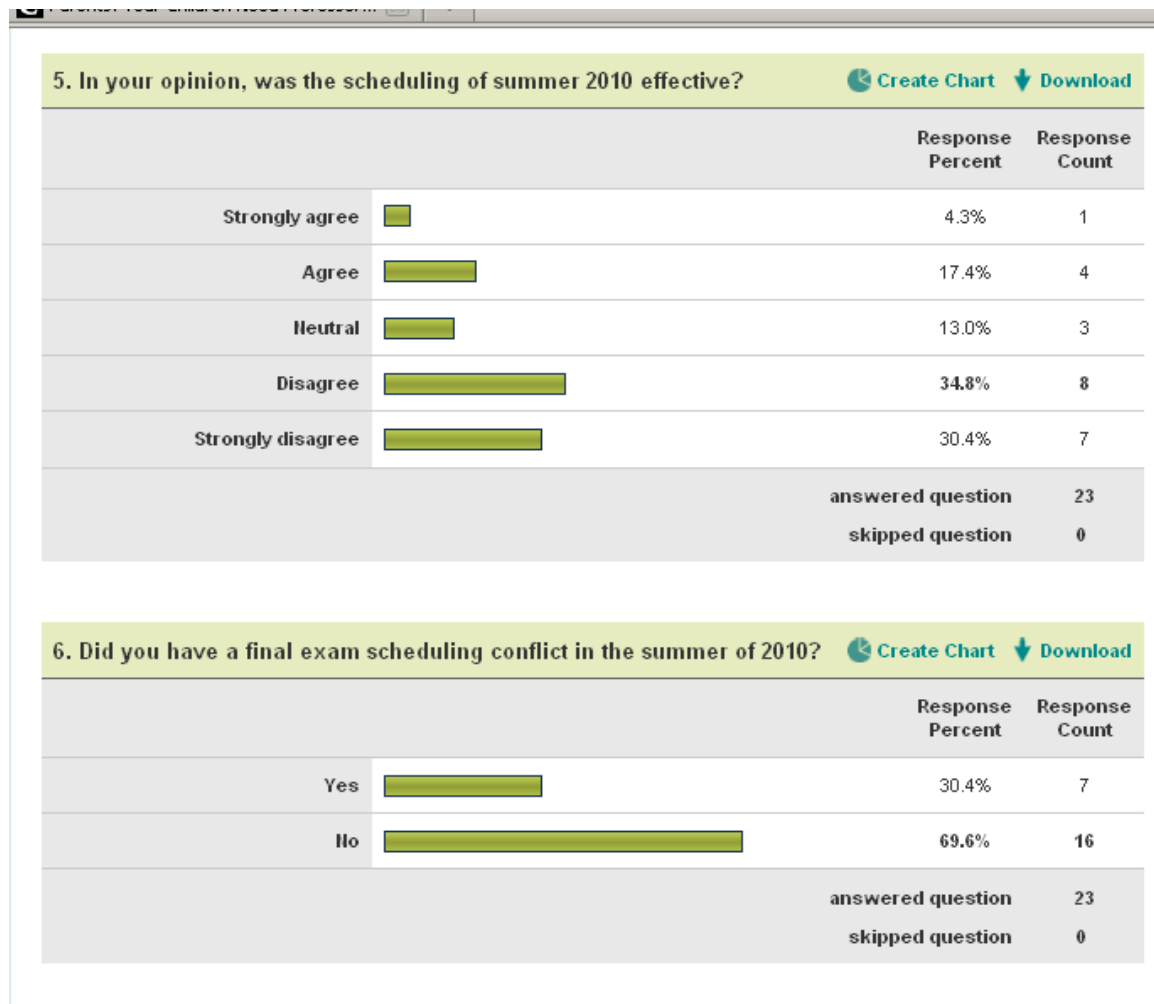
2.Many of our courses have a clinical requirment and our accrediting body has a minimum number of hours required to be accredited.

3.minimum hours are need to satisfy practicum requirements; sufficient time is needed to earn those hours.

4.Accreditation requires certain contents and our summer content is part of this



5.Clinical hours

6.Graduate program accreditation mandates that students be able to complete entire 53 semester hour program in 2 academic years.







7. Was your summer compensation in 2010 explained to you in a clear and timely fashion?

[Create Chart](#)
[Download](#)

		Response Percent	Response Count
Yes		33.3%	6
No		66.7%	12
answered question			18
skipped question			5






8. If you taught summer in 2010 did you feel obligated to teach class at a reduced pay rate due to one of the following reasons

[Create Chart](#)
[Download](#)

		Response Percent	Response Count
Student welfare		50.0%	7
Administrative pressure		57.1%	8
Financial need		50.0%	7
Other		21.4%	3
answered question			14
skipped question			9

9. Was the summer compensation equitably determined across the departments and colleges?

[Create Chart](#)
[Download](#)

		Response Percent	Response Count
Strongly agree		4.8%	1
Agree		4.8%	1
Neutral		28.6%	6
Disagree		9.5%	2
Strongly disagree		52.4%	11
answered question			21
skipped question			2

10. Please give any other comments you have about summer scheduling here: (If you have comments about a specific question, please include the question number).

1.The money that was saved on faculty pay seems to have spent lavishly on the every expect faculty compensation.

2.Please let departments know what the summer "rules" will be as soon as possilbe as course offerings and faculty availability are affected by these policies. Also, please emphasize to deans that these "rules" are applicable in all colleges. Thanks

3.Having the "rules" about number of students, pay rates, etc. change each summer session, or worse, from the time you were recruited to teach to when you actually got the contract, is unacceptable. Also, many of us teach the same course in the summer as throughout the year and should not receive less pay for the same work.

4.The schedule was guelling, especially with the early return date for fall, which gets earlier every year since I have been here (10 years)

5.Reduced compensation for summer is highly inappropriate at this time due to the current lack of merit and cost of living raises. We provide a valuable service and should be compensated accordingly.

6.No major concerns

7.It was absolutely unacceptable how the compensation was handled by the dean of COHP; she was unwilling to look at the larger picture, what benefited students, faculty and the university; no matter how we tried to be proactive she managed to move the goal posts and in the end cause irreversible damage that many of the courses will never be offered again in the summer (which will really affect student progression through programs); clearly there were not universal standards across the university in talking with faculty outside COHP

8.Decisions about what is going to be offered (and how much we are going to be paid) need to be made much, much earlier than they were last year. Both students and faculty need to be able to plan ahead. It is inexcusable that classes were being canceled so late.

It also does not seem fair that professors are penalized for having just a few too few students in one course (say 18 students versus the 22 mandated by our dean), but then do not receive any consideration for the fact that they are teaching another course with 45 students. The administration can't have it both ways -- expect us to teach huge sections, but then penalize us for smaller enrollments in other sections. If they're going to treat us like menial laborers, it won't be too long before some start acting like menial laborers.

It also seems like faculty are penalized because of stupid decisions made by the administration that affect summer enrollment. Examples include student fees that are not prorated based on the number of hours taken, and the decision to NOT take Visa as a form of payment for tuition. We have NO input into these decision, yet they affect enrollment, and when our courses fall below specified levels, we end up taking huge pay cuts.

Finally, the idea that faculty should be limited to 2 summer courses is ludicrous. I can barely break even on my personal finances by teaching only 2 classes, so if I'm going to be limited to 2, I'm probably better off not teaching at all and getting another job for the summer. If there is a need for a course and enough students sign up for it, why in the world should I be limited to 2?

9. There needs to be more time between the end of the summer term and the beginning of the fall term - particularly for administrators who have to be back early.

10. The schedule must be changed. It was a knee-jerk reaction to a few deans who wanted it. The compensation was horrible and embarrassing for this institution. We were told that we would only be paid for a full course if we earned 171% of our pay. How absurd! Other colleges worked on a different model. The rationale was poor, the process of choosing the schedule was biased, and therefore the result was pathetically faulty.

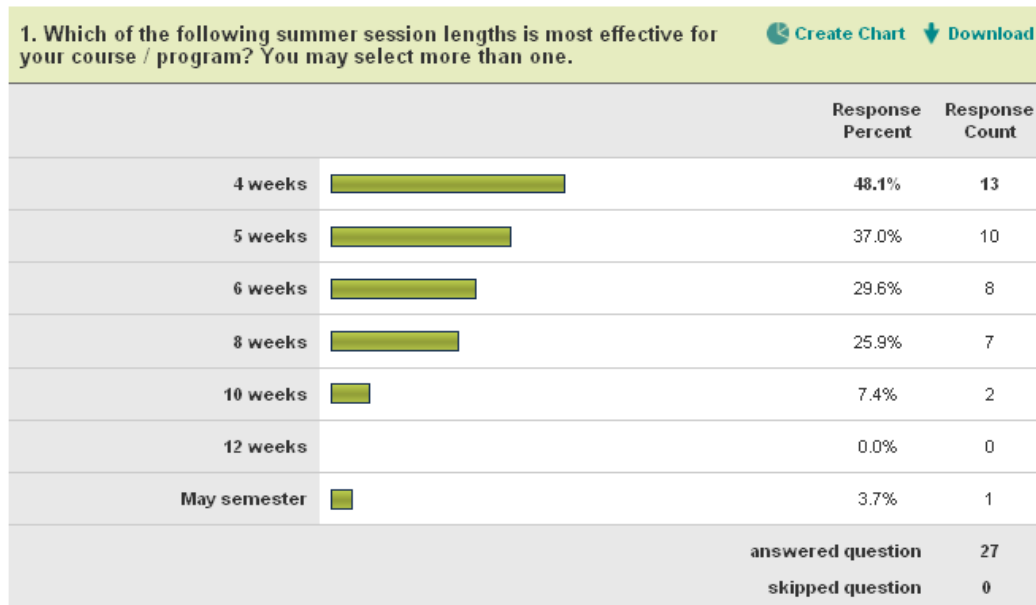
11. I was exhausted after Summer 2010. I hope we can find our way back to the 8 week schedule.

12. At some point, the seat of the pants approach to summer is going to have to be replaced by a logical, equitable, and feasible process that takes into consideration specific program needs as it relates to summer scheduling of courses. The first time that I have a required graduate course canceled due to financial or other "administrative" reasons is when I will be in imminent danger of losing my accreditation. Every other accredited program in my discipline runs as a 12 month program. Ours has always, unofficially, run for 12 months but this past summer it was made fairly clear that future decision making regarding course scheduling in the summer would have to take financial profitability into account, where any/all approved courses would NOT ONLY have to "pay for themselves" in terms of faculty salary and benefits but would also have to generate an acceptable level of profit. Further, it appears, in hindsight, that not all colleges on campus followed the same set of criteria in this regard. I have asked, repeatedly, for a summer 2010 report by college and program to determine, for summer 2011 scheduling purposes, what courses to schedule to maximize the likelihood of meeting whatever "profitability" standard will be used. I have yet to see such a report and, in all likelihood, will not have my request responded to based on my past experiences. The reality is that administration is not serious about the issue nor are they remotely interested in the welfare of graduate educational programs on campus.

13. Not sure I would have taught a course that was so time demanding if I had known the compensation up front.

14. I am in 12 month position. so no summer compensation is given

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2. Justify your response for question 1.

1. In the summer I teach in study abroad programs. The shorter summer schedule works better for those students. They can go abroad for 1/2 the summer term and then take more courses when they return in order to be full time. Then they have a little break at the end.

2. Lab times are not required. As such, it's relatively easy to adapt the 15 week semester materials into any of the above formats.

3. I can cover all the material that I need to with longer classes during that time period and still have a month to do research during the summer.

4. five is too few, eight is too long

5. The course material is suitable for an accelerated schedule. It allows more transient students to take the course (it's in the core). I'm also not inclined to spend the whole summer teaching one three hour course.

6. I had a night class for 10 weeks. That was way too long and I felt like I did not get a break. Six weeks is long enough for any basic course. Having classes on a Friday by the way is a waste of time.

7. Best serves student schedules/needs.

8. I think a 6-week session would keep the course compact, but would not cause the students to feel overwhelmed with the amount of material that must be covered.

9. 5 wks works well for seated classes; 10 wks is better for the online courses.

10. For upper-level and seminar classes, I think the extended class time of these shorter sessions works well. I think a six week session is better than five for classes where writing is a key component

of the class. I do not like the longer sessions because they leave no time for faculty summer research or r & r.

11.The 5/10 schedule starts too early and interferes with May study abroad. 4 weeks is plenty of time for my classes and fits my course well.

12.with one lecture scheduled from Monday to Friday, 5 weeks semester would be long enough to finish a regular class designed for a regular semester.

13.The four-week semester definitely attracts more students,and the intensive class meetings allow me to accomplish my class goals and still have summer time for my own research.

14.Anything over eight weeks means that faculty at a teaching oriented university such as ours will not receive more than approximately two weeks off at the beginning and end of the summer. Ten weeks was terribly long. I am speaking from experience, having taught two ten week courses this past summer. I realized early on that the ten week courses could be shortened to eight weeks merely by extended each class period by 10 minutes. PLEASE, I BEG OF YOU, RETURN TO THE OLD EIGHT WEEK SCHEDULE!!!! There was no time to recuperate between the summer and fall terms!

15.Six weeks allows for an even distribution of writing goals and projects while also giving students sufficient time between classes to progress through various steps in the writing process.

16.Both of these schedules (6 and 8) weeks allow for sufficient time to get through the course material and time for a break between the semesters for research -- or just a rest!

17.the five week session class length was inadequate for covering course material.

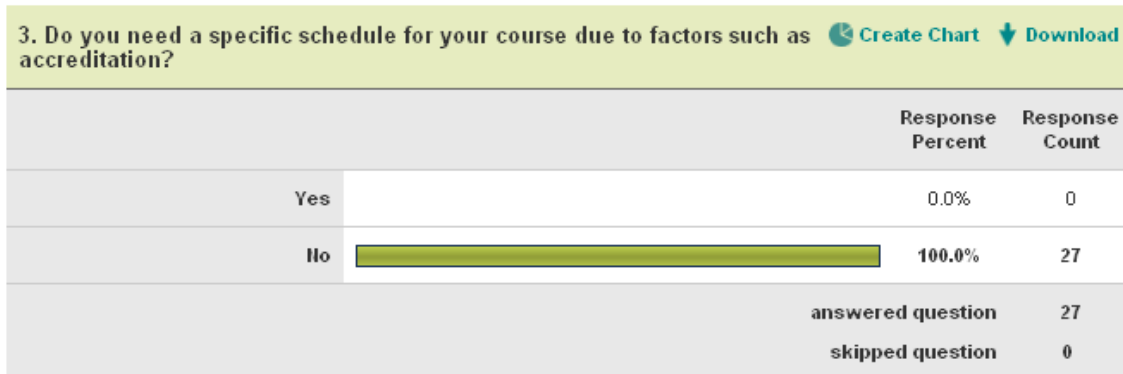
18.Instructional material can be effectively delivered on a four week basis. Stretching to longer than that yields little additional benefit to students. Many students in my summer courses prefer a shorter, more intense schedule for work or other purposes.

19.Summer sessions should be short, nasty, and brutish. They are not the same as full term courses, and e should not pretend that they are. Shorter terms also allows more courses and provides faculty with a way to combine extra income and time for research and writing over the summer.

20.The five week formula just seemed to stretch it out, but it was workable.

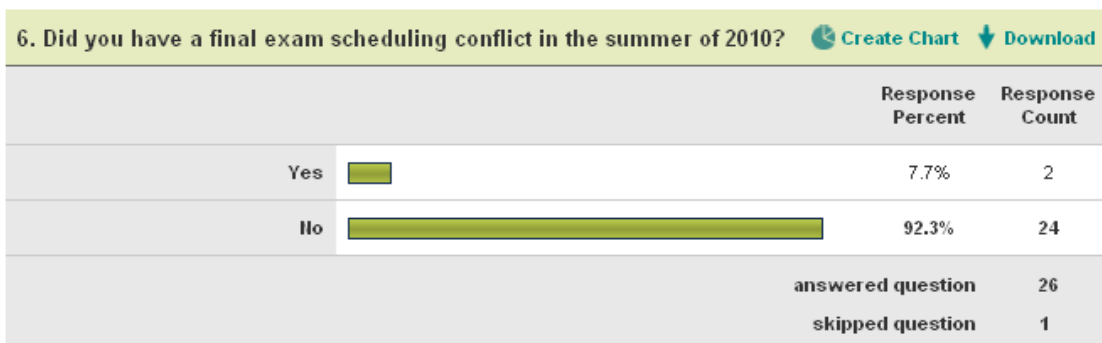
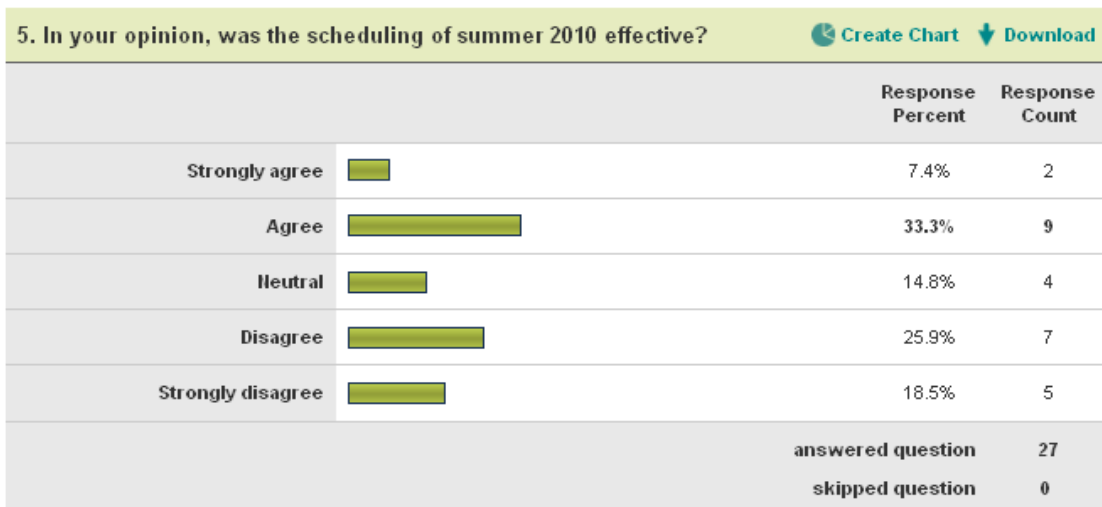
21.condensed works best
allows for 2 classes
allows for study abroad
allows for a break between semesters

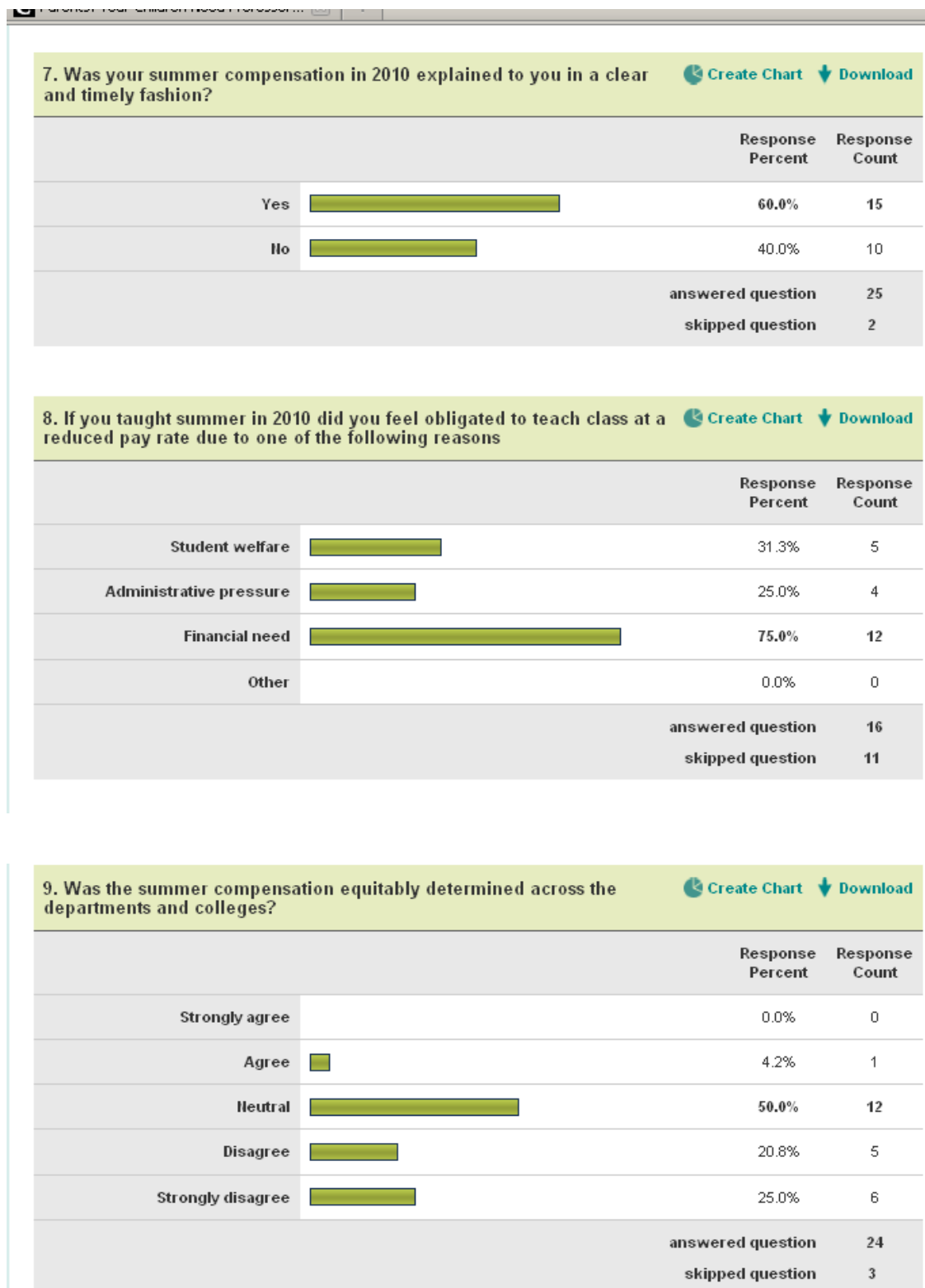
22.Enough time to cover one course and to allow time for Study Abroad the same semester.



4. Please list the factors requiring you to have a specific scheduling need in question 3.

1. Need a block of time for scholarship/research in the summer.





10. Please give any other comments you have about summer scheduling here: (If you have comments about a specific question, please include the question number).

1.The five-week was actually easier to work within than I had anticipated. For the core course that I usually teach, I would be happy to keep this schedule. The only aspect I would question is the evening schedule: regardless of the course involved, I don't foresee students wanting to take classes on a Friday evening.

2.The prorated pay based on academic rank and number of students needed to achieve full pay was a travesty that compounded the effects of the furlough days--yet people got new furniture during the summer. I don't understand the logic.

3.we should have four or six week sessions for the most part (unless science or education need longer, but their limited needs should not override what's more useful or convenient for most of the faculty; and we should be able to teach three classes)

4.I had a full class of grads and undergraduate students. I don't know how they are calculating the payments but I feel I got ripped out financially. By the time you take out state and federal taxes you need to have taught three or more classes just to break even.

5.It was very difficult to make plans for the summer due to not knowing if classes would "make". Because of personal financial need, I needed to teach during the summer -- any amount of pay would have been better than nothing. But, I found it to be quite uncomfortable, not knowing until the last minute if I would have income during June. Regarding question #9 -- I am unaware if there was any inequity regarding compensation across departments and colleges. If there were inequities, could this information be made available to all faculty so that we could form our own opinions? Transparency and availability of information would be appreciated.

6.The 5 v. 10 week schedule is perfect. HOWEVER, teaching summer school on the revised prorated basis to hike profits on the backs of faculty, a determination made by the VPAA and the VPBF after faculty committed to summer school teaching, was duplicitous, short-sighted, stupid on its face, and patently unfair. The fact of the matter is that summer school has always been a money maker for this university--even without exploding class sizes to 25+ people for some professors to earn the 9% base per class.

What needs to be demonstrated by this president and her cabinet is a forthright, honest, fair, and documented presentation of the cost of and profit from summer school well before new commitments are made. The break even point for each summer school class must be calculated and presented to department heads and individual faculty. Otherwise this administration will repeat the duplicity of last year's summer school fiasco. There clearly is no reason to trust them to do anything but to again enlarge the profit off the backs of the faculty. At this point there is no reason whatever to take the word of Business VP or the Academic VP regarding these figures. Let all of us see them.

7.#9 Higher paid faculty had larger enrollment quotas. If we're going to be paid by the head, faculty should be paid extra for enrollments exceeding the quota. As it was in summer 2010, the university skimmed off this money as "profit." Similarly, if a faculty member taught two classes, one with an enrollment short of its quota and one exceeding its quota, she would get reduced pay for one and full pay for the other. what about combining or averaging enrollments? It seems as though the whole plan was devised to realize a "profit," a profit obtained by cutting instructors' pay.

8.A majority of faculty voted against 5/10 and recommended 4/8. Many, myself included, do not like the idea of students cramming two lab science courses (12 contact hours) into one summer. That was made clear during the debate.

9. long semester like this summer is really not welcomed. both the instructor and students were exhausted.

10. See above comments.

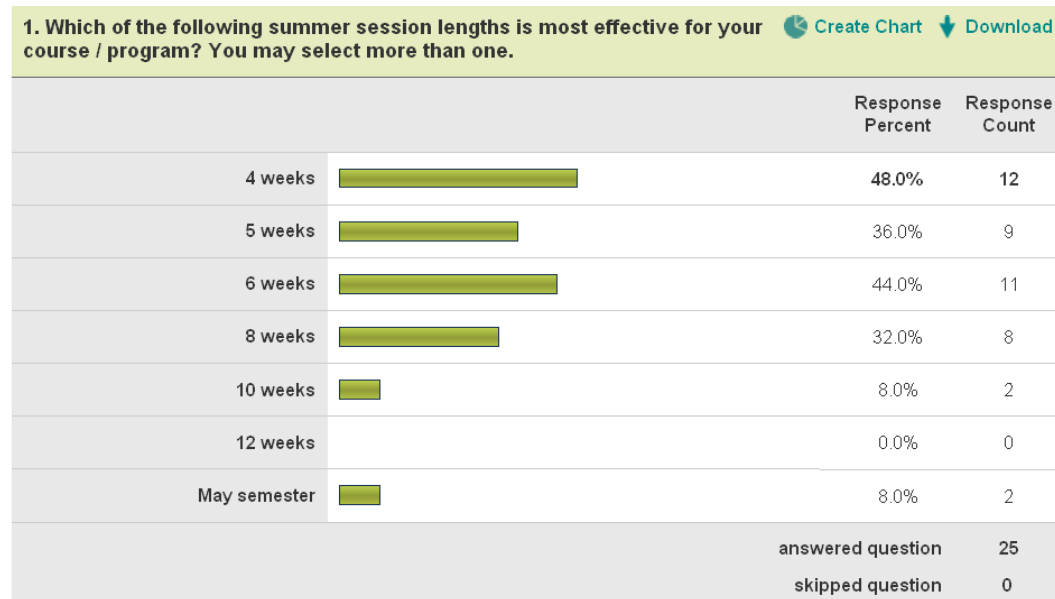
11. I did not teach last summer but I did believe the compensation was unfair. I suspect that summer pay was not equitably spread over the colleges.

12. The preferences of the chemistry program in the College of Sci & Technology ended up dictating the summer schedule for the rest of the university. One size does not fit all.

13. I would prefer even shorter summer sessions: three weeks, three hours a day, five days a week.

14. why is everything change, change, change the 8 week, with 2 4 weeks programs, program was fine

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2. Justify your response for question 1.

1.Up until last summer, the majority of our departmental courses were organized around a 4 week session. Although highly compressed, the faculty that taught these sessions within our department maintained the same rigorous standards and taught identical content compared to the longer 15 week semester. Final grades in my own and other colleague's courses were typically higher than grades from spring or fall semesters. Although it makes sense to standardize the summer schedules, a one-size-fits-all approach may not equally benefit students and faculty across colleges and departments. With no break between sessions it was also difficult to determine/assess who had met prerequisites for the second sequence of a course (students might be in second session without passing grade from previous session)

2.I have taught my course in both 4 and 5 weeks and did not have any noticeable differences in the time period. A longer summer session would not allow me to also complete research effectively.

3.For something like physics, the out-of-class time is at least as important as in-class time. Last summer moved too quickly for students to absorb and learn; I could do the lectures and labs in a week if we went around the clock, but they wouldn't learn anything

4.Research-based courses need to be taught over a longer period of time. Non research courses have been taught effectively over the four week sessions for many years

5.I have modified my summer course content to reflect a 4 week term, with each of the 4 exams taking place at the end of the week. Also, I found in teaching the 5 week term in summer 2010, that neither I nor the students had recovered yet from the spring semester, only to be thrown into a (still) intense abbreviated summer course. Finally, the 5 week format means a 1 hr, 40 min duration of class per day. This felt like too brief a period of time to justify a mid-class break, but was difficult to go straight through for the full 1 hr, 40 min.

6.The combination of longer and more frequent meeting times, I am able to cover more material.

7.I taught BIOL 1108 in 4 and 5 week sessions. I prefer the 5 week because the extra week allows for slightly shorter lecture length and one less lab/week (3 versus 4). With teaching a short session (4/5 weeks), I had enough free time during the remainder of summer to complete some research.

8.Allows break for students between semesters

9.It is hard to fit our labs in a time frame less than 6 weeks without cutting material.

10.Math courses are generally better served with a longer semester schedule. It can be overwhelming for students to learn so much material in such a short time period.

11.It gives enough time to get through the material and leaves some time before or after for a decent break between semesters.

12.I teach chemistry and in the 6 week session, we can do 2 labs/week but if the session is any shorter, we have to do 3 labs/week. Performing three labs per week (4 hours each) and attending lecture is just too much for the students to do and have the time to reflect and really learn about what they are doing.

13.six weeks are best for laboratory courses

14.4 or 5 weeks will work well but I would prefer 4 weeks since it takes less time start to finish

15.Astronomy works well in five weeks. However, physics does not. There are too many labs in one week and many homework problems due that require a lot of outside class time. LAB Science Courses should run no shorter than 8 weeks.

16.Long enough to spread projects out over the summer but no so long as students are going to school year round.

17.Allows for sufficient research time between semesters, and most convenient for planning purposes since it's (essentially) half the time of a regular semester, so material covered per week is approximately twice that of a "regular" semester.

18.I prefer doing it in 4 weeks as in the past, but the 5 week term worked pretty well last summer

19.A four week session allows me to provide a course in a concentrated manner to students. I would prefer to meet Monday-Thursday for my courses for the four week session. This was a summer teaching schedule I had at another institution and it worked quite well to cover the material and provide students with enough time to complete course assignments, etc. Students provided feedback that they enjoyed this format as well!

20.Gives enough time to cover the material and test.

21.4 weeks is too short to teach the material effectively, especially with a lab. The others are too long to fit 2 courses in the summer

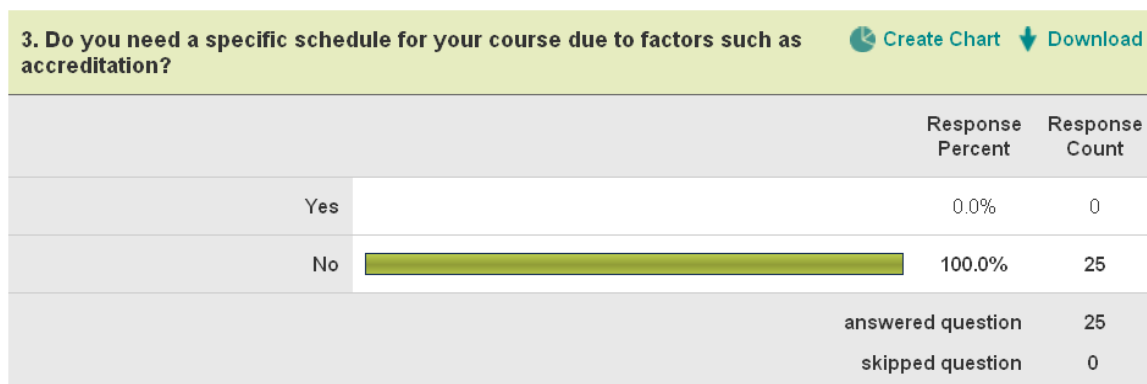
22.Either will work well for my needs

23.These are the time frames that best facilitate student learning in our discipline, and best accommodate the schedules of our students and faculty

24.Many of our courses have labs that are 3 and 4 hours long. In shorter sessions, students have to take 3 labs in a week and this is not conducive to good academic performance. They can only take one class because that class runs all day long. They do not have enough time to learn all the

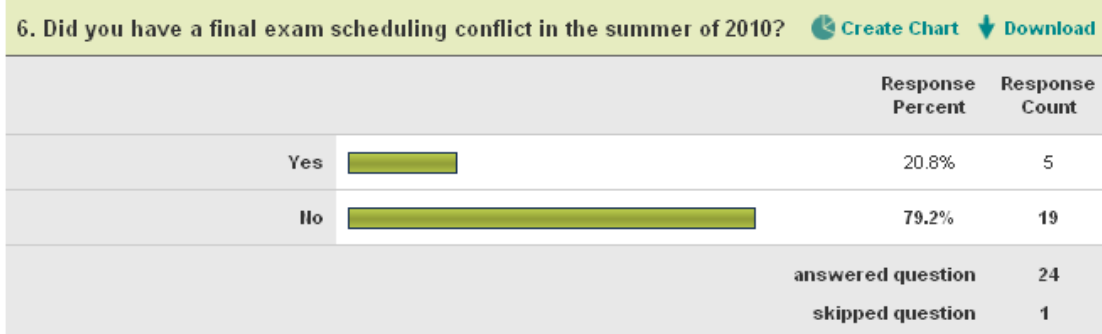
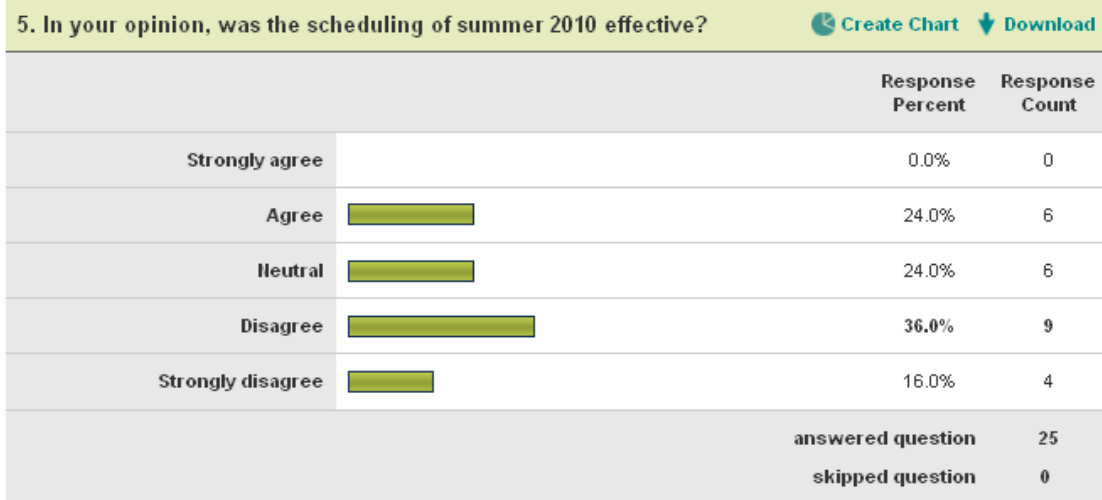
information and write quality laboratory reports. Thus, 6 week or longer sessions are required for science courses with labs. Shorter sessions (including a May-mester, which I think it great and allows us to teach and then be off when the kids are out of school) are ok for lecture only courses! So many other schools do May-mesters, why can't AASU??? 10 and 12 week sessions are too long, no one gets a break.

25.This session results in the easiest mixture of hours per day. It also allows students (and faculty) a longer break between Spring and Summer sessions.





4. Please list the factors requiring you to have a specific scheduling need in question 3.

1.Other than the need to fit in a minimum of 14 lab periods.







7. Was your summer compensation in 2010 explained to you in a clear and timely fashion?

[Create Chart](#)
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		Response Percent	Response Count
Yes		78.3%	18
No		21.7%	5
answered question			23
skipped question			2





8. If you taught summer in 2010 did you feel obligated to teach class at a reduced pay rate due to one of the following reasons

[Create Chart](#)
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		Response Percent	Response Count
Student welfare		12.5%	1
Administrative pressure		37.5%	3
Financial need		62.5%	5
Other		12.5%	1
answered question			8
skipped question			17

9. Was the summer compensation equitably determined across the departments and colleges?

[Create Chart](#)
[Download](#)

		Response Percent	Response Count
Strongly agree		0.0%	0
Agree		14.3%	3
Neutral		61.9%	13
Disagree		14.3%	3
Strongly disagree		9.5%	2
answered question			21
skipped question			4

10. Please give any other comments you have about summer scheduling here: (If you have comments about a specific question, please include the question number).

1. In reference to question #7:

Yes, the summer compensation rates were adequately explained in advance. However, I am still confused as to why "EFT" calculations can prevent faculty from earning up to 33-1/3% of their annual salary during the summer. In recent years, the 33-1/3% maximum appears to have become a phantom cap. EFT considerations keep faculty well below the 33-1/3% max outlined by the B.O.R..

This is further complicated by the fact that now we are required to cover our own salary plus an additional 41%. That potentially punishes the more senior (and potentially best) faculty by making it more unlikely for them that they can meet that threshold. So, I assume it must be AASU's new policy to rely on part-time/junior faculty to save costs.

2.#5: It would be good to have at least a few days between the first and second 5-week sessions. There is no way to prevent students that don't pass the first class from entering the next class that requires a C or better in the first class as a prerequisite.

#6 No direct conflict except a 7am start time for an 8:20 class was ridiculous. Some of my students commute from 1.5 hrs away.

#7: Our dept had summer classes scheduled that had to be cancelled because the new summer pay policy had not been communicated.

#9: Define equitable. Was it equally penalizing? I believe so, but don't know. I think that it is ridiculous to penalize faculty with more teaching experience and seniority such that they are not allowed to teach during the summer. Don't we want our students to have the opportunity to take classes from these more experienced faculty?

3. Uniformity should not be the primary driver of summer scheduling. Each department should be allowed to choose the schedule best fitting its discipline. This should all be done on computer - why do we have to act like it's some kind of nightmare that must be done by hand if all departments/colleges are not on the same schedule? If there is overlap, then the students have to make a choice, just as they had to make choices about what courses to take last summer. Let's have the scheduling determined by what's best for the course outcomes, not what is easiest for the registrar.

The key issue for me as a department head is that we need to know the summer schedule and pay rates during the fall semester, so that the spring and summer schedules could be published on SHIP together so students could more effectively plan their academic terms, particularly those who hope to graduate soon.

5. Having exams that start before 8:00 am is unacceptable. Because of low salaries, faculty feel obligated to teach summer classes. Sessions that are 5 weeks or longer detract from scholarship as well as personal time. Educators, unlike almost any other profession, do not get to schedule personal time based on need or desire, but when classes are not in session.

6. 7:00 am final exams inappropriate when classes do not begin at that time.

7. 9. I don't know how the summer compensation is determined. I assume it is the same for everyone.

8. I do not have enough information regarding other departments to answer question 9.

9. We should go back to the 8-week model! This was the strong opinion of virtually everyone I talked to when the change to 10 weeks was first proposed, but the administration seemed to ignore our input. Question 8 should have an option for a "No" response.

10. I understand the desire to simplify the schedules for summer but perhaps that is not possible across disciplines.

Common Responses in Comments Sections of Survey

Preferences for Session Lengths

10 Week Sessions too long (exhausted, interfered with study abroad): 19 comments

10 Week Sessions worked best (Nurse clinicals, Research-based classes, etc): 5 comments

> 5-week session is too long (not enough time left for research/scholarship/ personal time): 6 comments

6-8 week sessions are maximum length: 3 comments

Longer sessions needed (classes with heavy out of class work, research, physics, heavy writing): 3 comments

8-Week Model is the best: 12 comments

6-Week Sessions best (necessary for labs- Chem & Physics?): 12 comments

5-Week session best: 8 comments

4-Week session is most popular for students (COE Grad Students*): 12 comments

*HP Grad classes need to be longer

10-week session best (online class): 2 comments

One-size doesn't fit all for summer scheduling: 4 comments

Exams prior to 8 am are a bad idea: 3 comments

Friday classes are a bad idea(esp. Friday nights - for students): 3 comments

Need at least a few days between summer session to make pre-requisite determinations: 3 comments

Compensation-Related Comments

Need for summer compensation rules across university & decided early: 8 comments

No knowledge of campus-wide compensation policies / transparency needed: 8 comments

Prorated pay based on faculty rank/# of students unfair: 5 comments

Unfair to take pay cut for too few students, but not have pay bumped for extra students (should average): 4 comments

Against a 2-course limit on summer classes: 3 comments

Common Responses in Comments Sections of Survey



**Vice President for Academic Affairs
and Dean of Faculty**

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MEMORANDUM

To: Dr. Linda Bleicken, President

From: Dr. Anne Thompson, Interim VPAA *AT*

Subject: Senate Action Item for USG Core Student Learning Outcomes, September 2010

Date: November 4, 2010

I have reviewed the Senate-approved USG Core Student Learning Outcomes with three of the administrators who worked on them. Based upon that conversation and information from yesterday's Regents' Advisory Committee on Academic Affairs meeting, I recommend that the Senate reconsider two of the SLOs.

SLO for Area B

As passed, the SLO reads, "Students will critically evaluate the relationship among ethical theories, values, and culture."

I suggest that it be changed to: "Students will critically evaluate the relationship between ethical theories and culture".

As it is currently written, 4 outcomes will need to be measured (three pairings of the three terms, and another with all three terms). It was clear from the original Core Curriculum Committee's work and the advice from the workshop that only one outcome be defined.

SLO for Area C

As passed, the SLO reads, "Students will analyze the meanings of texts or works of art, or music, express ways that culture shapes values."

I suggest that it be changed to: "Students will analyze the meanings of texts or works of art or music."

As it is currently written, the SLO contains an extra sentence fragment that was supposed to be addressed in a previous revision but somehow was included in the SLO submission. This is an editorial change.

Rationale for Recommended Review

These Student Learning Outcomes must be approved at the BOR level. Revising the SLO for Area B will simplify measurement; the revision for the SLO for Area C is editorial. Both changes will improve our submission and chances for approval on first review by the BOR Core Curriculum Committee.